

Professional Growth Manual

For Multiple Subject, Single Subject, Services, and Specialist Credentials



*The California Commission
on Teacher Credentialing is
committed to ensuring that those
who educate the children of this
state are academically talented
and professionally prepared.*

California Commission on Teacher Credentialing

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INTRODUCTION



ince its inception in 1970, the Commission on Teacher Credentialing has supported and encouraged the professional development of all educators. An educator's growth is valued as a mark of professional stature and as a source and a stimulant of student growth and achievement. The Commission believes that "learning students" are most likely to be found in the presence of "learning teachers" and other educators.

The Commission strongly believes that an individual educator's professional growth should be guided by goals and priorities that relate to enhanced competence, performance, and effectiveness in the education of students and that it should be planned as cohesive sequences of activities. The Commission also believes that professional educators benefit from a collegial process of consultation regarding their professional goals, priorities, and needs. Such collegial consultation should be available for educators when they conceive and develop their professional

growth plans. Individual educators should consult with professional colleagues or advisors regarding their growth goals, priorities, and plans throughout the professional growth process.

The California *Professional Growth Manual For Multiple Subject, Single Subject, Services, and Specialist Credentials* has been published to explain, interpret, and clarify state laws and regulations pertaining to professional clear credentials. This manual relates to professional clear credential holders of multiple and single subject teaching credentials and to holders of services and specialist credentials. If your credential states **Professional Clear** on the face of it, this manual is for your use.

If you hold more than one professional clear credential, you need to complete only one set of renewal requirements. The activities and service may relate to one or more of the credentials held. If you hold both a professional clear multiple subject, single subject, services, or specialist credential and a professional clear designated subjects credential, you are required to complete the more stringent standard of activity requirements and successful service.



GLOSSARY OF TERMS



Key terms that appear throughout this manual are defined below.

Preliminary Credential refers to a credential that has academic requirements to be verified before its status can be changed to professional clear. Professional growth is not required for the preliminary credential.

Clear Teaching Credential refers to a teaching credential with no further academic requirements to be verified that was issued prior to September 1, 1985. Professional growth and successful service are not required of holders of these clear credentials.

Professional Clear Teaching Credential refers to a clear Multiple or Single Subject Teaching Credential that was issued after August 31, 1985, as the recipient's first clear basic teaching credential, and that is subject to the renewal requirements of California Education Code Section 44277.

Clear Services or Specialist Credential refers to a services or specialist credential with no further academic requirements to be verified, issued prior to July 1, 1994. Professional growth and successful service are not required of holders of these clear credentials. Services credentials include Administrative, Library Media Teacher, Health, Clinical or Rehabilitative, and Pupil Personnel. Specialist credentials include Agriculture, Bilingual Crosscultural Instruction, Early Childhood Education, Health Science, Mathematics, Reading and Language Arts, and Special Education.

Professional Clear Services or Specialist Credential refers to a clear services or specialist credential that was issued after June 30, 1994, and is subject to renewal requirements of Title 5, Article 7, California Code of Regulations.

Permanent Credential refers to a professional, professional clear, clear and life credential.

Credential Holder refers to a person who holds a professional clear teaching, services, or specialist credential.

Employing Agency refers to an entity whose employees are required to hold valid teaching, services, and specialist credentials that are subject to professional growth and service requirements.

Professional Growth refers to participation in activities that contribute to a credential holder's competence, performance, or effectiveness in the profession of education.

Professional Growth Advisor for Multiple or Single Subject Teaching Credentials refers to a holder of a permanent teaching or services credential who has been designated by an employing agency to advise credential holders regarding their professional growth and development.

Professional Growth Advisor for Services and Specialist Credentials refers to a holder of a valid services or specialist credential or an instructor in the area of expertise in an approved credential program at the postsecondary level who is selected by the credential holder to give advice regarding professional growth and development.

Professional Service Requirement refers to successful service in a certificated position or another professional capacity in a preschool, elementary school, middle school, or secondary school for the equivalent of at least one-half of a school year through the five-year renewal cycle.

Renewal Cycle refers to the five-year period commencing with the date that appears on a professional clear credential; for the initial issuance or late renewals, the renewal cycle continues through the end of the same month, five years later.



WHAT IS NEEDED TO RENEW A PROFESSIONAL CLEAR CREDENTIAL



To renew a Multiple Subject, Single Subject, Services, and Specialist Professional Clear Credential, you must complete the following three requirements at five-year intervals:

Professional Growth

Complete an individual program of professional growth activities that consists of a minimum of 150 clock-hours of participation in activities that contribute to competence, performance, or effectiveness in the profession of education. This requirement is referred to as the professional growth requirement, and is explained on page 6. See pages 31 and 32 for the Professional Growth Plan and Record form.

Professional Service

Serve successfully in a certificated position or in another professional capacity in a public or private preschool, elementary school, middle

school, or secondary school for the equivalent of at least one-half of a school year. This requirement is referred to as the professional service requirement, and is explained on page 15. See page 33 for the Verification of Successful Service form.

Submission of Materials

Submit to the Commission a completed Renewal & Reissuance Application form (41-REN) with the self-verification section completed and the current processing fee. You do not need to submit the Professional Growth Plan and Record or the Verification of Successful Service forms with your application for renewal; however, the Commission reserves the right to request submission of these forms for auditing purposes any time within one year following submission of the application.



FIVE STEPS TO RENEW YOUR PROFESSIONAL CLEAR CREDENTIAL



Obtain a Professional Growth Advisor

The key to the professional clear renewal is working with a professional growth advisor. The advisor serves as your mentor, helping you to set goals that will be valuable to your growth. The advisor also discusses professional growth activities that will contribute to your competence, performance, or effectiveness as an educator. The advisor verifies you have completed your professional growth activities.

Plan Your Activities

Formulate a set of goals with your advisor and complete items 7–8 on the Professional Growth Plan and Record. Choose activities that will potentially meet your goals and complete items 11–14. Your advisor must sign item 20 certifying that your initial plan meets state laws and regulations.

Complete Your Activities and Keep Records

As you complete your professional growth activities, you should meet with your advisor to discuss your progress. Fill in item 17 accurately with reasonable verification of time spent so your advisor can complete item 18. You may amend your goals and activities during the five-year renewal cycle. Discuss the changes with your advisor and have the advisor complete items 9–10 and 15–16 on the growth plan. Once you have completed the required 150 hours, sign item 21 and have your advisor sign item 22.

Complete the Professional Service Requirement

You must serve successfully in a certificated position or in another professional capacity for the equivalent of at least one-half of a school year during the five-year renewal cycle. Your employer needs to complete the Verification of Successful Service form verifying you have met this requirement.

Renew Your Credential

Verify that everything is complete on the Professional Growth Plan and Record form and on the Verification of Successful Service form. You will need to complete a Renewal & Reissuance Application form (41-REN), not included in this manual, with the self-verification section completed and the current processing fee. You do not need to submit the Professional Growth Plan and Record or the Verification of Successful Service forms with your application for renewal; however, the Commission reserves the right to request submission of these forms for auditing purposes any time within one year following submission of the application.

Application forms may be ordered by voice mail by phoning the Commission at (916) 445-7254 or (888) 921-2682.

Mail the completed **original** application in the last year of the five-year renewal period. For credential holders renewing more than one professional clear credential, submit a separate application and fee for each credential (but you need to complete only one set of renewal requirements).



PROFESSIONAL GROWTH REQUIREMENT



Article 5, California Code of Regulations, Section 80556(b). To be eligible to be a professional growth advisor for teaching type credentials, a person must hold a valid permanent* California teaching or services credential, and a baccalaureate degree from an accredited institution of postsecondary education. An employing agency that designates one or more professional growth advisors may establish additional qualifications for advisors.

* A permanent California credential is either a professional, professional clear, clear, or life credential.

To renew a professional clear credential, you must plan a program of professional growth activities in consultation with a professional growth advisor. Each activity in the program must satisfy five standards. Before you begin any activities, your advisor must certify that the activities satisfy the standards. Once the activities have been completed, your advisor must verify the time spent on them.

The first step in planning your growth plan is to select a professional growth advisor. The second step is to set your goals. The third step is to plan your activities. Each activity must meet the standards outlined on page 8. The planned activities must meet the domains of professional growth and be appropriate to the categories of professional growth.

Regardless of how many professional clear credentials you hold, you need to complete only one set of professional growth activities in each five-year renewal cycle. You may choose activities applicable to any of your credentials and may complete one Professional Growth Plan and Record form for all your credentials.

Professional Growth Goals

Section 8 on the Growth Plan

All activities must contribute to your competence, performance, or effectiveness as an educator.

Every goal selected must meet this standard. Your goals may relate to teaching, specialist, or services credentials or to authorizations that you currently hold or ones you are trying to attain. The goals and activities that you select should potentially lead to your growth and improvement as an educator, to the overall improvement of your school, or to education as a profession. Routine planning, extracurricular activities, and personal improvement activities should not be included in your credential renewal goals or used as activities.

Selecting a Professional Growth Advisor

Holders of Multiple Subject and Single Subject Teaching Credentials

If you are employed in California, you should choose your professional growth advisor from the list provided by your employer. If you are unable to find a suitable advisor from the list, you may request that your employer approve someone of your choice who has agreed to help you by serving as your advisor. An advisor must hold a baccalaureate degree from an accredited institution and a valid permanent California teaching or services credential. The employing agency may require additional qualifications.

► *Credential Holders Not Currently Employed in Public Schools or Residing Out of State or Country—see pages 16–17.*

Optional methods of obtaining a professional growth advisor include the following:

1. You may ask another employing agency to appoint an advisor from their approved list.
2. You may ask the Commission to approve the qualifications of a person you suggest to be your advisor. Send a signed and dated request naming the person you wish to have approved and a copy of his or her qualifying credential.

Promising groups of potential advisors include principals, mentor teachers, other teachers, appropriately credentialed persons who have retired from service as teachers or administrators, college or university personnel who hold credentials, and staff members in teacher centers and other regional service organizations in education.

3. If you are unsuccessful in obtaining a professional growth advisor after trying all methods mentioned above, you may request that the Commission serve as your advisor. As you will not receive the benefit and support that face-to-face contact provides, we ask that you use the Commission as the last alternative. Mail your request, with the Professional Growth Plan and Record form found in this manual, to

Professional Growth Advisor
Commission on Teacher Credentialing
 P.O. Box 944270
 Sacramento, CA 94244-2700

Holders of Services and Specialist Credentials

Title 5, California Code of Regulations, Section 80556.1(b) *Eligibility to be a professional growth advisor for service or specialist credential holders requires satisfaction of one of the following: (1) The advisor holds a valid (clear or professional clear) specialist or services credential, and a baccalaureate degree from an accredited institution of postsecondary education; (2) Those who instruct in the area of expertise in an approved credential program at the post-secondary level may serve as professional growth advisors; (3) Alternatively, the professional service or specialist credential holder may choose an advisor in the area of his or her teaching credential provided that the provisions of Section 80556 have been met.*

The responsibility for selecting an appropriate professional growth advisor rests with you. A

collegial model of advising is recommended. Although the employing agency may help identify potential professional growth advisors, you are not required to pick your advisor from their list. You may select a certificated professional or an instructor in the credential area who is most able to contribute to your growth. The regulations also allow you to select more than one professional growth advisor, if appropriate.

- *Credential Holders Not Currently Employed in Public Schools or Residing Out of State or Country—see pages 16–17.*
- *Persons who are renewing more than one professional clear credential develop one professional growth plan. These individuals may work with one advisor or more than one advisor in the development of that plan.*

Potential sources of credential advising:

1. You may select a colleague who holds a specialist or services credential in your own credential area. For example, if you are renewing an administrative services credential you can select another administrator.
2. You may select an advisor from a district's approved list of credential advisors, providing that person holds a credential in at least one of the areas of your credential renewal.
3. You may ask a qualified person from a nearby district or local county office of education to serve as your advisor.
4. You may select an instructor who teaches in your credential area at your local college. That person does not need to hold the credential, but should teach classes related to your credential area.
5. You may contact professional organizations to see if they can suggest someone in your area who would be willing to serve as your advisor.



PROFESSIONAL GROWTH REQUIREMENT *(continued)*



If you are unable to obtain an advisor, you may contact the Commission on Teacher Credentialing as indicated on page 7.

Professional Growth Activities

Section 11 on the Growth Plan

You must decide if each activity will contribute to your competence, performance, or effectiveness in one or more of the domains of professional growth. To satisfy the credential renewal requirements of state law and regulations, your professional growth program must satisfy each of the following standards.

Professional Growth Program Standards

- Each activity must be likely to contribute to your competence, performance, or effectiveness in one or more of the domains of professional growth described on pages 8–10.
- Each activity must begin after the issuance date of the initial five-year professional clear credential or the issuance date of the subsequent renewal of this credential.
- Each activity must be of high quality and consistent with your professional growth goals, as stated in item 8 of the Professional Growth Plan and Record.
- Each activity must be included in one or more of the categories of professional growth activities described on pages 10–14.
- Your Professional Growth Plan and Record must ultimately include activities in at least **two** of the categories on pages 10–14.

You should identify activities that satisfy these standards on your Professional Growth Plan and Record, items 11 through 14. Your professional growth advisor should complete item 15, initial item 16, and sign item 20 of the plan if the activities listed in items 11 through 14 fulfill all of these standards.

Once a professional growth plan has been developed and the form signed by your advisor, you may add more activities to items 11 through 14. Added activities must also meet the standards. If they do, your advisor should certify the added activities by completing items 15 and 16.

Whether an activity is of high quality and will contribute to your competence, performance, or effectiveness should be decided collaboratively by you and your advisor **before** the Professional Growth Plan and Record is signed, and **before** an amendment is initialed. The standards provide you and your advisor considerable latitude to exercise professional judgment and discretion as activities are being planned. The success of the professional renewal program depends largely on the careful selection of professional growth activities. Thoughtful planning must occur when activities are selected and approved by your advisor, because you will not be penalized after completing an approved activity if it proves to be of little merit.

Domains of Professional Growth for Multiple Subject and Single Subject Credential Holders

Section 13 on the Growth Plan

The substance or content of each activity must clearly fit one or more of the following domains of professional growth for **multiple or single subject** teaching credentials.

1. A subject or subjects the credential holder teaches, or reasonably expects to teach, in kindergarten or in grades 1 through 12.
2. A field of specialization in which the credential holder serves, or reasonably expects to serve, in kindergarten or in grades 1 through 12. Examples of fields of specialization include

(but are not limited to) bilingual education, crosscultural education, and special education. Professional growth activities that lead to additional credentials and authorizations are allowed and encouraged.

3. Concepts, principles, and methods of effective teaching, curriculum, and evaluation in kindergarten or in grades 1 through 12. Examples include (but are not limited to) learning about classroom management, inquiry strategies, curriculum improvement, and diagnostic assessment of pupil progress.
4. Concepts and principles of physical, intellectual, social, and emotional development among children and youth. Examples include (but are not limited to) learning about research on motor development, theories of intellectual growth, or ways to foster students' ethical development.
5. Concepts and principles of human communication, learning, motivation, and individuality. Examples include (but are not limited to) learning about language structure, theories of the psychology of human learning or motivation, and studies of individual differences in humans.
6. Languages and cultural backgrounds of groups of children and youth who attend California schools.
7. Concepts and principles of effective relationships among schools, families, and communities. Examples include (but are not limited to) learning about community involvement in education and strategies for conducting parent conferences.
8. Roles, organization, and operation of public education and of institutions that promote public education. Examples include (but are not limited to) learning about the history and functions of public education, the effective management of public schools, and the pur-

poses and contributions of professional and civic organizations in education.

Domains of Professional Growth for Services and Specialist Credential Holders

Section 13 on the Growth Plan


The following are the domains of professional growth for the **specialist and services** credentials. These broad categories define the content areas within which the professional growth activities are to be completed. The examples are intended to suggest, not limit, involvement in each domain.

1. A field of specialization in which you serve, or reasonably expect to serve, or service which you provide or reasonably expect to provide. Examples of fields of specialization include agriculture, bilingual crosscultural instruction, early childhood education, reading, mathematics, health sciences, and special education. Examples of services include administrative, clinical or rehabilitative, health, library media, and pupil personnel. Professional growth activities that lead to additional credentials and authorizations are allowed and encouraged.
2. Concepts, principles, and methods of effective intervention, instruction, curriculum design, evaluation, assessment, and consultation. Examples of topics related to these areas include the purpose and value of play, the student study team and Individualized Educational Program (IEP) process, effective staff development planning, effective learning strategies, principles of classroom management, curriculum improvement, and non-biased assessment.
3. Concepts and principles of the interrelationships of family members and the physical, intellectual, social-emotional, and language



PROFESSIONAL GROWTH REQUIREMENT *(continued)*

development of children and youth. Examples include enhancing self-esteem, the impact of changing lifestyles, cultural diversity, development and facilitation of communication skills, and the implications of serious health issues on individuals and families.

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4. Concepts and principles of human communication, learning, motivation, individuality, and family dynamics. Examples include learning about language structure and function, theories of family systems, theories of the psychology of human learning or motivation, and studies of similarities as well as differences in humans.
 5. Understanding of ethnic, cultural, and gender diversity, especially the current demographics, diverse language/dialects, and multicultural backgrounds of the California population. Examples of topics in this area include second language acquisition, persons with disabling conditions, library media programs and resources, the gender gap in math studies, and issues related to integrated reading/language arts programs for students of diverse cultural backgrounds.
 6. Concepts and principles of effective relationships among schools, families, agencies, businesses, and local communities. Examples include practices which lead to family enabling, empowerment, and participation; strategies which lead to interagency cooperation; and implementation of school, community, and business partnerships.
 7. Understanding of, and problem solving related to, current issues facing schools and communities. Examples of such issues include substance abuse, violence, transiency, dropouts, facilities, and finances.
 8. The organization, operation, management, and leadership of programs or sites and the roles

of the people who work at these sites or in these programs. Examples of topics include organizational restructuring, recruitment and retention of qualified personnel who reflect cultural and gender diversity throughout all levels of the organization, understanding the functions of the people in the organization, supervision and evaluation of personnel, current trends in management, and leadership (collaborative negotiations, site-based management, shared decision-making, conflict management).

9. The understanding and use of technology in educational settings. Examples include computer-assisted instruction, management applications of computer technology, adaptive technology for students, and the use of teleconferencing and interactive video for instructional purposes.

You should choose, and your advisor must certify, only activities whose substance is clearly subsumed within one or more of these domains of professional growth.

Categories of Acceptable Activities

Section 14 on the Growth Plan

The seven categories of acceptable activities are defined below. Activities must be chosen from at least **two** of the following categories and must be completed during the five-year renewal cycle. Excess hours completed in one five-year cycle may not be saved and subsequently applied to the next cycle. Professional growth activities begin with the initial issuance of a five-year professional clear credential.

If you hold a credential that requires prerequisite credentials, you may choose activities which are applicable to either your services or specialist credential or your supporting teaching credential area, provided your advisor approves such activities.

If you hold a services credential and have licenses in other areas directly related to the credential (e.g., Health Services School Nurse Credential holder with a California Registered Nurse license), you may use continuing education hours taken to satisfy renewal requirements for the license toward the 150 hours needed for credential renewal. Any additional professional growth activity needed to complete credential renewal requirements must be confined to the activities in the allowable domains on pages 9–10.

1. Complete one or more college or university courses.

Acceptable courses include lower division, upper division, or graduate level courses offered on campus, off campus, or through

extension by any regionally-accredited two-year or four-year college or university, in California or outside of this state. Courses may be taken for college credit, or for continuing education units, or may be audited for clock-hours. Courses must be completed, and the credential holder must earn a grade of C or better in courses that are taken for credit (or a pass in courses taken on a “pass or fail” basis).

Clock-hours recorded on the Plan and Record form are restricted to time spent in class, time spent in laboratory or discussion sections that are associated with the class, and time spent on out-of-class assignments that you and your professional growth advisor agree would qualify as activities in categories 2 through 7. For example, you could record time spent on an individual study that was part of a college course, provided you examine a specified topic, produce a written report or other tangible product, and evaluate the individual project and its product.

If time spent seated in the classroom is longer than the times listed in the conversion table, an explanation will be needed. Required lab work is an example of when extra time might be recorded.

Time spent completing routine out-of-class assignments, such as reading assignments or preparing for tests, may not be recorded.

2. Attend conferences, workshops, institutes, academies, symposia, teacher center programs, or staff development programs.

Acceptable workshops and programs include those whose purpose is to increase the professional knowledge, competence, performance, or effectiveness in education of the participants, regardless of the source of sponsorship or funding for the activity.

Conversion of Units to Clock-Hours

Quarter/ Continuing Ed Units	Semester Units	Clock- Hours
1		10
	1	15
2		20
3	2	30
4		40
	3	45
5		50
6	4	60
7		70
	5	75
8		80
9	6	90
10		100

KEY

Quarter Unit 10 Clock-Hours
 Semester Unit..... 15 Clock-Hours
 Continuing Education Unit 10 Clock-Hours

PROFESSIONAL GROWTH REQUIREMENT *(continued)*

Recorded clock-hours must be restricted to time spent in those portions of the conferences, workshops, or programs that contribute to participants' professional knowledge, competence, performance, or effectiveness in education, and time spent completing outside assignments that would qualify in categories 3 through 7. Time spent in "business" meetings of the sponsoring organizations may not be recorded.

Course work taken at institutions of higher education that are not regionally accredited may not be counted in category 1; however, time from these courses may be used as workshops for the purposes of professional growth. These courses may not be used for the purposes of adding supplementary authorizations to a credential.

3. Perform systematic programs of observation and analysis of teaching or performance of a peer-alike job.

To be acceptable, each program must be planned, must focus on one or more predetermined aspects of teaching, and must include follow-up activities such as discussion, critique, or application of what has been observed or analyzed.

This category is designed to encourage peer assistance, modeling, and coaching while the credential holder learns new skills or strategies.

Acceptable clock-hours are those spent planning and conducting the observations, discussing or critiquing the activity, and planning applications of what has been learned for your classroom.

4. Provide service in a leadership role in an educational institution.

Acceptable activities include those in which you contribute to the improvement of a

school, school district, or other educational institution, including the planning and implementation of the improvement. The following examples illustrate acceptable activities in this category.

- Time spent assisting teachers, developing curriculum, providing staff development, or serving on a school site council engaged with improvement of the school either as a mentor teacher or in another official capacity in the school or district.
- Time spent planning and developing new sets of materials for teachers or students, either in an official capacity in a school or as a member of a district, state, national, or international panel or committee.
- Time spent preparing a proposal to create a new facility, course of study, or program in an educational institution.
- Time spent selecting mentor teachers, or screening proposals for instructional improvement grants, or participating on a school accreditation team, or serving on the advisory board of a teacher center, to the extent that this time contributes to the improvement of the educational institution.

Time that may not be recorded includes time spent on the routine functioning of an educational institution, and time spent carrying out a teacher's basic responsibilities, including (but not limited to) planning lessons, arranging a classroom environment, preparing assorted instructional materials, assessing student performance, or keeping records.

5. Provide service in a leadership role in a professional organization.

For the service to be acceptable, you must serve as an elected officer, a chair of a

committee, or an official representative of an organization of professional educators. Recorded hours must be restricted to time spent charting, planning, or forming educational or professional policies, positions, or directions for the organization to pursue. Examples of acceptable activities in this category include the following:

- Time spent chairing meetings of a curriculum and instruction committee of a state teacher's organization during which new policies regarding curriculum and instruction are planned and developed for the organization to pursue.
- Time spent developing legislative proposals as the chair of the legislative committee of a statewide organization of mathematics teachers.
- Time spent formulating standards for computer education teachers as an official representative of Computer Using Educators.
- Time spent developing new standards of professional ethics as an elected officer of a national organization of school administrators.
- Time spent planning new structures of community involvement in schools while serving as the official representative of a local bargaining unit to the local PTA chapter.

Recorded clock-hours must be restricted to time spent in meetings of the educational or professional committee, or as an official representative of the professional organization, when policy decisions are discussed.

Activities that contribute to the ongoing operations or functioning of a professional organization are not acceptable. Examples

of activities that are **not** acceptable are listed below.

- Time spent representing an employee bargaining unit in contract negotiations with the employer.
- Time spent as the chair of a membership drive for the state organization of science teachers.
- Time spent developing and maintaining fiscal records as the treasurer of a professional organization.

6. Conduct educational research and innovation.

Participation in efforts to conduct educational research or to investigate educational innovations are acceptable, provided that you have an active role in one or more of the following stages of the effort: planning, analyzing, interpreting, demonstrating, disseminating, or evaluating a study or innovation. Examples of acceptable activities in this category include the following:

- Time spent planning and evaluating field tests of new science experiments for possible use in elementary classrooms.
- Time spent as a member of a group to identify the elements of effective teaching as a basis for determining the staff development needs of a school district.
- Time spent analyzing the results of a study of the relative effectiveness of two systems of reading instruction, and time spent explaining the study to parents, teachers, and administrators.
- Time spent demonstrating an experimental program of drug abuse education.



PROFESSIONAL GROWTH REQUIREMENT *(continued)*

Examples of activities that are **not** acceptable in this category are listed below.

- Time spent filling out a questionnaire or other data-collection instrument.
- Time spent teaching routine lessons which are observed by faculty members and students from a local university.
- Time spent arranging for pupils to be released from class to participate in an experimental program to address the school dropout problem.

7. The Commission has determined that the activities specified below may also fulfill the professional growth requirements.

- Participation in a professional exchange program in which you change positions with another educator for an extended period of time. For example, a high school chemistry teacher trades teaching assignments for one semester with a professor who teaches the chemistry methods course at a local university.
- Participation in alternative work-experience programs, paid or volunteer, in which you fulfill new professional responsibilities for a specified period of time. For example, a high school auto shop teacher takes a sabbatical leave and works at a Chrysler Motors assembly plant.
- Participation in a program of independent study, provided that you investigate a specified aspect of education, produce a written report or other tangible product, and evaluate the independent study and its product. For example, an elementary teacher undertakes a program of reading the leading theorists in early childhood education, including Maria Montessori, Bruno Bettelheim, and Jean Piaget. She completes a journal as she reads. Afterwards, she writes a brief critique of early childhood education theories and practices.
- Creative endeavors, provided that you either create a tangible product that exhibits originality of thought and execution, or exhibit a creative talent while participating in a group production, and provided that the creative endeavors directly relate to a subject or student group you teach or reasonably expect to teach. For example, a junior high teacher of dance earns a role in a local production of *A Chorus Line*, or an elementary teacher assigned to produce a school play volunteers to design sets for the local theater group.
- Cultural experiences such as attendance at museums or musical, dramatic, or dance productions, or crosscultural immersion in the language and culture of an ethnic or national group, provided that each experience directly relates to a subject or student group you teach, or reasonably expect to teach. For example, a high school Spanish teacher spends the summer in a Spanish immersion program in Mexico, or an elementary music resource teacher attends a concert by the Tokyo Philharmonic Orchestra in San Diego.
- Instruction in cardiopulmonary resuscitation (CPR), including training in subdiaphragmatic abdominal thrust (also known as the “Heimlich maneuver”), may be an acceptable activity if it meets the standards of quality of either the American Heart Association or the American Red Cross or can be shown to be of equivalent quality.

PROFESSIONAL SERVICE REQUIREMENT



To renew a professional clear credential, you must serve successfully in a certificated position or in another professional capacity for the equivalent of at least one-half of a school year during the five-year renewal cycle. Your service must satisfy the following provisions:

1. The service must be rendered for at least five hours per day for at least 90 days, or the equivalent, after you have been issued a professional clear credential. For part-time employees and substitute teachers, equivalent service may be calculated by counting all hours rendered on behalf of students at the location of service. For those who accumulate their service on an hourly basis, the total requirement is 450 hours.
2. The service for a **multiple subject and single subject** teaching credential may be rendered in accordance with options a, b, or c.

The service for a **services or specialist** credential may be rendered in accordance with options a, b, c, or d.

- a. Service may be rendered in a position that requires certification in preschool, kindergarten, or grades 1 through 12 during full-time employment, part-time employment, employment as a substitute teacher, or employment under another contractual agreement.
- b. Service may be rendered on behalf of students and/or certificated personnel in preschool, kindergarten, or grades 1 through 12 at the site of one or more preschools, elementary schools, or secondary schools.
- c. Service may also be rendered in alternative settings, such as adult schools, home

schools, paid tutorials, and other types of instruction, as long as the service is rendered in subjects that are commonly taught in public schools. Hours spent in alternative service must be independently verified and affirmed by the credential holder under penalty of perjury.

- d. Service may be rendered in the area of either the services or specialist credential or in another professional capacity related to a services or specialist credential area which must be performed in a public or private preschool, elementary school, or secondary school, or in a related educational setting serving children, youth (birth to 22), or families.
3. You must not have been terminated for cause by the employing agency after you applied for the professional clear credential or for the most recent renewal of the credential.
4. Only one professional service requirement needs to be completed in each five-year cycle, regardless of the number of credentials held.
5. Service must be verified by an official at the employing school, district, county, or other agency as appropriate. Verification may be on the form provided on page 33, or on letterhead paper from the verifying agency.

The professional service requirement allows service to other credentialed educators to meet this requirement. Furthermore, Commission staff has interpreted the intent of this requirement to be that credential holders should remain current in the application of their professional skills; therefore, opportunities in which professional skills are employed in relation to school-age children are deemed acceptable to meet this requirement.



CREDENTIAL HOLDERS IN SPECIAL SITUATIONS



ubstitute Teachers

California statute requires that any district that employs certificated teachers, whether in a full-time, part-time, or substitute basis, must provide an advisor for those teachers.

A substitute teacher may choose an advisor from any of the school districts where he or she works. Unfortunately, some school districts have not met their obligations of providing an advisor. When the Commission receives information that this has occurred, phone calls and/or letters are sent to the personnel directors and/or superintendents in the districts. In those rare cases when a district does not provide an advisor, there are three options that you may choose:

1. You may go to any local education agency such as a county office or other district and ask that an advisor be appointed.
2. You may write to the Commission and ask that a person whom you have selected be designated as your advisor. That person must hold a valid teaching or services credential. These persons serve voluntarily. Please enclose a photocopy of the advisor's credential at the time of the request. Among those particularly well suited to serve as advisors are teachers, retired teachers, and university educators who have maintained the validity of their teaching credentials.

3. If you do not have someone that you would like to have designated as an advisor, then the Commission may serve as an advisor. This should be the "last resort" choice since it is difficult to form the collegial bond that one should have with an advisor when the communication is done largely through correspondence and over the phone.

Credential Holders Not Currently Employed in Public Schools

Persons who are not currently employed in a public school setting may use the same options available to public school employees (see response above for substitute teachers). Multiple and Single Subject Teaching Credential holders may select any person designated by the head of the private school where they teach (i.e., private schools may designate advisors in the same way that public schools do). Credential holders who select from a list established by a private (or public) school do not need to seek approval of the advisor from the Commission.

Services and specialist credential holders should select a colleague who holds a similar credential. The advisor may be selected from a list designated by the private school where one is employed or a college instructor who teaches in the credential area of the holder.



Multiple Subject and Single Subject Credential Holders Working in Other States or Countries

Teachers who want to maintain the validity of their California credentials may complete renewal requirements wherever they reside. There are three ways to select an advisor:

1. If you began employment in California before you moved and had an advisor, that advisor may continue to serve by mutual agreement.
2. You may nominate a person to serve as your advisor. In order to be eligible, that person must hold valid certification with a credential like yours in the state, country, or circumstance in which they are working. For example, if you are employed in Department of Defense Schools, certification from any state can be used to authorize service in the school system; therefore, you could choose any DODS certificated employee to serve as your advisor. All that is needed is that you submit a simple letter to the CTC naming the person you are nominating and enclose a photocopy of that person's credential.
3. You may ask the Commission to serve as your advisor if you have been unable to locate an advisor locally. As above, simply write a letter with your request and mail to

Professional Growth Advisor
Commission on Teacher Credentialing
P.O. Box 944270
Sacramento, CA 94244-2700

Because nearly all communication is made by letter and occasionally by phone, this is seen as a less acceptable mode of receiving advice.

Services and Specialist Credential Holders Working In Other States or Countries

If you want to maintain the validity of your professional clear services or specialist credentials, you may complete renewal requirements wherever you reside.

1. The advisor should hold a services or specialist credential valid in the state, country, or circumstance in which you are working.
2. You may select an instructor from a local college or university who teaches in your credential area.
3. If you are unable to locate an appropriate advisor, you may ask the Commission to serve as your advisor. Write a letter with your request and mail to

Professional Growth Advisor
Commission on Teacher Credentialing
P. O. Box 944270
Sacramento, CA 94244-2700

Because all communication is made by letter and occasionally by phone, this should be the last option.



EXTENSION OF TIME TO COMPLETE PROFESSIONAL GROWTH REQUIREMENTS



If you do not complete the professional growth or service requirements during the five-year renewal period, your credential will expire. You are eligible for a one-time, two-year extension of the professional clear credential. However, there is no penalty for allowing a credential to expire as long as you are not currently employed in a position which requires it.

The one-time, two-year extension is appropriate for individuals who leave the education profession to raise a family or pursue another career. The two-year extension should be requested at the time you wish to return to education. Professional growth activities and successful service accumulated during the expiration of the credential can be used toward the renewal at the end of the two-year reinstatement.

- You are responsible for requesting the extension in a written statement to the Commission, including an application form and fee.
- The request for automatic extension may be made for any reason, but you are eligible for extension only **once** during your career (California Education Code, Section 44279

[a]). Subsequent requests for extension will be dealt with on a case-by-case basis by the Certification Division of the Commission.

- Within the two-year extension period, you must complete all unfinished renewal requirements or the Commission will not renew the credential (California Education Code, Section 44279 [b]).
- To be eligible for extension of an expired credential, you must fulfill all requirements that are in effect for issuance of the credential at the time you apply.
- The Long-Term Emergency Multiple or Single Subject Permit is not available to holders of professional clear credentials that have expired.

The two-year extension requires the following:

- Application form (41-4 or 41-REN) and current fee.
- A written request for a one-time, two-year extension of the professional clear credential.



PERSONS WHO FINISH PROFESSIONAL GROWTH AND SERVICE EARLY



The Commission does not have statutory authority to issue a professional clear credential for more than a five-year period. Therefore, if you submit your forms, application, and fee before the end of the fourth year of the credential renewal period, the new renewal period (next professional growth cycle) will begin on the date of application for renewal and is valid for five years. If you renew your credential in the last year of the renewal period, the next renewal period will begin with the expiration of the current credential.

Example 1

The professional clear credential was issued on 9/15/96 and expires 10/1/01. You finish the requirements and apply for renewal on 6/20/99. The new credential will be valid 6/20/99 to 7/1/04.

Example 2

The professional clear credential was issued 9/15/96 and expires 10/1/01. You finish the requirements on 6/20/99 but wait to submit the application until 1/15/01. The new credential will be valid from 10/1/01 to 10/1/06.

By renewing the credential early, you cancel any time remaining on your current credential. It is in your best interest to **wait until the last year** of the five-year renewal period before applying for renewal. However, you may request an early renewal by submitting an application, fee, and a signed request.



PROFESSIONAL CLEAR CREDENTIAL HOLDER'S RESPONSIBILITIES AND RIGHTS



The purpose of this section of the manual is to explain your responsibilities and rights in completing the professional growth and service requirements.

1. Professional growth goals.

You have a responsibility to formulate one or more professional growth goals, to write those goals on the Professional Growth Plan and Record, and to discuss those goals with a professional growth advisor before beginning professional growth activities. You have a responsibility to formulate goals that are based on an assessment of your professional growth needs. You must be prepared to discuss the basis for the goals with your advisor, but you have the right to determine your own professional growth goals.

2. Professional growth advisor.

Multiple or single subject credential holders have the right to choose their own professional growth advisor from those advisors who have been designated by the employing agency. Services and specialist credential holders may select from a list designated by their employing agency or select an advisor based on the criteria on page 7. (If no suitable advisors have been designated, or if you are not employed in a public school, see pages 16–17.)

3. Professional growth activities.

You have a responsibility to discuss potential activities with your professional growth advisor, and to select activities that are likely to contribute to your competence, performance, or effectiveness in the profession of education. You have the right to select your professional growth activities, but should not

begin the activities until your advisor has determined that they comply with state laws and regulations.

4. Amendments to the plan.

You have the right to change any element of your professional growth plan at any time. However, you should not begin to pursue the amended goals or activities until your advisor has determined that they comply with the laws and regulations. No advisor or other person has the right to compel you to change a plan that has previously been determined to comply with the laws and regulations.

5. Record of hours spent.

You have a responsibility to record accurately the actual number of clock-hours that have been spent on completed activities. If you willfully sign and submit inaccurate records which you know to be false, you are subject to the penalties for perjury and unprofessional conduct. Time that may be counted includes those minutes/hours actually spent participating in the activity. Preparation time may be counted only in special circumstances. Time in university course work may be counted by determining the “seat time” spent in the class or by using the conversion schedule developed by the Western Association of Schools and Colleges (WASC) (see table on page 11). Each semester unit is the equivalent of 15 clock-hours; each quarter unit is equivalent to 10 clock-hours; and each continuing education or extension unit is equivalent to 10 clock-hours.

6. Verification of time spent.

After completing activities, it is your responsibility to give your advisor reasonable verification of time spent, if your advisor requests it. Reasonable verification could

include (but need not be limited to) college transcripts, materials distributed at workshops or staff development programs, records of conference attendance, or other tangible evidence of time spent.

7. Credit for hours spent.

You have a right to receive full credit for all hours spent at professional growth activities that are identified on a Professional Growth Plan and Record signed by your advisor, and for which reasonable verification of time spent has been presented to your advisor.

If you need to change advisors before completing all of the activities in a plan, you should record the time already spent in item 17 of the plan, and the advisor who authorized the activity should initial each activity for which you provide reasonable verification. However, you retain the right to receive credit for time spent even if you change from one employer or assignment to another, or if your advisor changes, or if your credential lapses.

8. Completion and submission of forms.

You are responsible for filling out all items except items 9, 10, 15, 16, 18, 20, and 22 on the Professional Growth Plan and Record (pages 31 and 32), and submitting this form to your professional growth advisor for discussion. You are also responsible for filling out the top portion of the Verification of Successful Service (page 33), and presenting this form to each employing agency for verification. Once your advisor has signed items 20 and 22 on the Professional Growth Plan and Record, and each employing agency has signed the Verification of Successful Service,

you may submit your Renewal & Reissuance Application form (41-REN) and fee in order to renew your credential. This should be done during the last year of the credential renewal period. You do not need to submit the Professional Growth Plan and Record or the Verification of Successful Service forms with your application for renewal; however, the Commission reserves the right to request submission of these forms for auditing purposes any time within one year following submission of the application.

9. Appeal of adverse action.

You have a right to appeal to the Commission on Teacher Credentialing if your advisor has taken an adverse action that you consider to be unfair, arbitrary, or contrary to the terms of the law, regulations, or this manual. For details regarding the appeal procedures and grounds for appeals, see page 22.

10. Extension of expired credential.

You have a right to request, in accordance with the terms of California Education Code Section 44279, that the Commission on Teacher Credentialing issue an extension of an expired professional clear credential. For details regarding the extension requirements and terms, see page 18.



APPEAL PROCEDURE



credential holder may appeal an adverse action by a professional growth advisor (see California Education Code, Section 44278).

The appeal must be addressed to the Executive Director of the Commission on Teacher Credentialing. Grounds for ruling in favor of the appeal include the following:

- The advisor refused to sign a Professional Growth Plan and Record or an amendment that satisfies the requirements of California Education Code, Section 44277. If the Commission determines that this has occurred, the Commission will approve the plan or the amendment.
- The advisor refused to verify time spent at professional growth activities that satisfy the requirements of California Education Code, Section 44277. If the Commission verifies time spent at the activities, and if other requirements have been met, the Commission will renew the professional clear credential.
- Bias, fraud, unfair discrimination, or arbitrary action by the advisor prevented the credential holder from fulfilling the terms of a signed Professional Growth Plan and Record. If the Commission determines this has occurred, the Commission will grant you up to five years additional time to complete your program of professional growth.

Whenever possible, you are encouraged to resolve disputes at the local level by employing **one** of the following methods:

- Requesting assistance from a local Professional Growth Panel, if one has been established.
- Seeking another advisor.

Any credential holder who wishes to appeal an adverse action related to professional growth activities or service shall state in writing:

- What action has prompted the appeal.
- The names of the persons involved.
- What attempts have been made to resolve the problem at the local level.

Any problems that can be resolved administratively between the Commission staff, the credential holder, and the employing agency or professional growth advisor will be resolved at this level. Any cases that cannot be handled administratively will be referred to a Professional Growth Appeals Board that is established by the Commission.

- The Professional Growth Appeals Board shall consist of five members, who shall be appointed in accordance with the Commission's procedures for appointing advisory panels. Three of the members will be practicing teachers. At least one of those practicing teachers shall have served as a professional growth advisor. One other member shall be a practicing administrator, and one member shall be appointed at large. Members' terms shall be for two years, and they may be reappointed.

If you decide to appeal a decision by the Professional Growth Appeals Board, your case shall be heard by the Licensing and Professional Development Committee of the Commission. Contact the Commission office for specific information about applying for an appeal.

ANSWERS TO FREQUENTLY ASKED QUESTIONS BY CREDENTIAL HOLDERS



How do I select a professional growth advisor for renewal of a Multiple or Single Subject Teaching Credential?

If you are employed in California and are renewing your Multiple or Single Subject Teaching Credential, you should choose your professional growth advisor from the list provided by your employer. If you are unable to find a suitable advisor from the list, you may request that your employer approve someone of your choice who has agreed to help you and serve as your advisor. An advisor must hold a baccalaureate degree from an accredited institution and a valid clear, professional, or professional clear California teaching or services credential. The employing agency may require additional qualifications.

Optional methods of obtaining a professional growth advisor are explained on page 6.

What if I reside in another state or country?

If you decide to keep your California professional clear credentials current while residing in other states or countries, you may do so by completing professional growth activities and professional service in your place of residence. An advisor must be designated by the Commission as described on page 17. If no qualified and suitable advisor is available, the Commission will serve as your advisor if a written request is made.

How do I select a professional growth advisor for renewal of a specialist or services credential?

The responsibility for selecting an appropriate professional growth advisor rests with you. A collegial model of advising is recommended. Although your employing agency may help identify potential professional growth advisors,

you will not be required to pick your advisor from a list of potential advisors. You may select a certificated professional or an instructor in the credential area who is most able to contribute to your growth. The regulations also allow you to select more than one professional growth advisor if deemed appropriate.

Services or specialist credential holders who are renewing more than one credential will develop one plan, but may work with one or more advisor in the development of that plan.

How do I select a professional growth advisor for renewal of more than one credential?

If you are renewing more than one credential, you will complete only one plan for your professional development. You will select a professional growth advisor who you feel can best guide the development of your plan. That person should hold a credential in at least one of your credential areas. It would be most appropriate to select someone who works in an area closely related to your own area of assignment.

You may want to select more than one advisor to help you define professional development goals for multiple credential areas.



ANSWERS TO FREQUENTLY ASKED QUESTIONS BY CREDENTIAL HOLDERS *(continued)*

What can I do if my advisor won't approve my Professional Growth Plan?

If your advisor has a good reason for not signing the plan, or for not initialing a particular addition to it, the Commission recommends that you heed her or his suggestions. If you believe that the advisor is not justified in his or her refusal, there are several options you may take. See page 22 for details.

- If a local Professional Growth Panel has been established, discuss the disputed issues(s) with the panel.
- Seek the advice of another advisor designated by your employing agency.
- Appeal by writing to the Executive Director of the Commission on Teacher Credentialing.

What if I am not currently employed in a public school and want to continue to hold a valid teaching credential?

You may ask any employing agency (including county offices) to give you a list of names and work locations of advisors who can assist you. If you are unsuccessful in engaging an advisor or are living outside of California, you may contact the Commission directly for approval of an advisor you pick, or for approval of your Professional Growth Plan or Record.

Who is responsible for getting the credential renewal documents signed and sent to the Commission?

You are responsible for completing all forms, keeping records of all activities, requesting all signatures, and mailing all required items to the Commission before the credential expires.

What happens if I change districts or work in more than one district?

If you change employment after your plan has been signed by an advisor, your signed plan remains valid. If an advisor has verified time spent, you retain credit for those hours. You may want to amend your plan to reflect any new responsibilities. If you need a new advisor, you should request a list of advisors from an administrator of the new employing agency.

If you work as a substitute teacher or in another capacity for more than one district, you may request the assistance of a professional growth advisor from either district.

What should I do if my advisor tries to charge me a fee or requires that I provide some service in exchange for signing my plan?

Tell your advisor that payment or service in exchange for approval is prohibited by state regulations. If the advisor persists, inform the chief administrative officer of the employing agency and, where available, the Professional Growth Panel. You may want to seek a new



advisor. If these measures do not bring relief, contact the Commission.

What happens if I move to another state or country?

Professional clear credential holders who want to maintain their California credentials may complete professional growth and service requirements in any location around the world. Activities may be selected and teaching service may be performed in any part of the world. You will need a professional growth advisor. Consult page 17 to find out how to obtain an advisor.

What if I hold more than one professional clear credential?

You are required to complete a total of 150 hours of professional growth activities even if you hold several professional clear credentials. The activities may relate to any one of your professional clear credentials or a combination of your credential areas. You are also required to complete one-half year of successful service. This service may be on any professional, professional clear, clear, or life credential. For example, if you hold a Professional Clear Administrative Services Credential and a Life Multiple Subject Teaching Credential, your service requirement may be met as either a teacher or an administrator or a combination of both.

When do I start my professional renewal requirements?

The renewal requirements of 150 clock-hours of professional growth and 90 days of successful service start with the issuance date of your initial five-year professional clear credential, or the issuance date of all subsequent renewals of your credential.

What happens if I allow my credential to lapse?

Some credential holders find it necessary to leave the education profession to raise a family or pursue another career. During the period you are away from education it is acceptable to allow the credential to lapse or become invalid. There is no penalty for allowing a credential to expire as long as you are not currently employed in a position which requires it. When you decide to return to the education profession, you may request a one-time, two-year reinstatement of the professional clear credential. During this two-year period, you must complete all renewal requirements. Activities completed while the original credential is valid, during the time the credential is lapsed, and during the two-year extension period may be counted toward the 150 clock-hours of professional growth needed for the full five-year renewal.

I don't want to use my two-year reinstatement option. May I appeal for a one-year extension?

There are no appeals for additional time to complete professional growth requirements. The legislation allows everyone the opportunity to have the two-year extension without question.

Can my supervisor or master teacher also be my professional growth advisor?

Yes. However, if your professional growth advisor also serves as your supervisor or master teacher in an employment situation, he or she must take great care not to combine an evaluation of professional growth activities completed for renewal of the permit with an evaluation of job performance as it affects your employment status.



INFORMATION FOR PROFESSIONAL GROWTH ADVISORS



To serve as a professional growth advisor, an individual must hold a baccalaureate degree from an accredited college or university and a valid clear, professional, professional clear, or life California teaching or services credential. Services and specialist professional growth advisors may also be postsecondary instructors in the credential holder's area in an approved credential program. Those persons who are serving as professional growth advisors in states or countries outside of California must hold valid certification applicable in the place of employment, and must be designated as an advisor by the Commission on Teacher Credentialing.

Employing agencies, such as school districts, designate certificated individuals to serve as professional growth advisors on behalf of credential holders who must fulfill the professional growth requirements. The following paragraphs outline the responsibilities and rights of professional growth advisors.

1. Know the requirements.

A professional growth advisor should know the contents of this manual, discuss these with the credential holder, and answer questions about them. The advisor should serve as a source of helpful information about the credential holder's obligations.

2. Recommend activities.

An advisor should discuss the staff development needs of the employing agency and the school with the credential holder. The advisor has a right to recommend professional growth activities and domains of activities, but does not have a right to compel the credential holder to pursue particular activities.

3. Advise credential holders.

An advisor should advise credential holders about their professional growth plans and activities. He or she may ask questions, make observations and suggestions, and assist credential holders in obtaining information about professional growth opportunities.

4. Use the standards.

An advisor has a responsibility to determine whether activities identified on a Professional Growth Plan and Record satisfy the standards that are explained on page 8 of this manual. The advisor has a right to ask a credential holder to explain how or why the planned activities satisfy the standards. If the planned activities are consistent with the standards, the advisor has a responsibility to sign item 20 on the Professional Growth Plan and Record. If one or more of the planned activities does not satisfy the standards, the advisor has a responsibility to inform the credential holder.

5. Include the categories of activities.

When an advisor discusses the professional growth plan with the credential holder, the advisor should indicate that the Professional Growth Plan and Record must include activities in two or more categories listed on pages 10–14 if two or more categories are not reflected in the original plan.



6. Initial additions to a Professional Growth Plan and Record.

An advisor has the responsibility to initial any addition to a plan that is consistent with the standards on page 8. The advisor should initial added goals in item 10 and added activities in item 16 of the plan.

7. Consider activities already begun before signing.

An advisor is not required to sign item 20 on the Professional Growth Plan and Record if the credential holder has already begun one or more of the activities identified on the plan. The advisor may sign item 20 if he or she believes that the credential holder had a good reason for beginning the activities before the plan was signed.

8. Verify time spent.

An advisor has a responsibility to examine items 17 and 19 on a credential holder's Professional Growth Plan and Record. He or she has a right to require the credential holder to provide reasonable verification that items 17 and 19 are accurate. The actual hours spent on an activity should be recorded. Use the table on page 11 as a guide in converting course work units into clock-hours. Such records are for the use of you and your advisee and need not be sent to the Commission on Teacher Credentialing.

If a credential holder needs to change advisors before completing the activities in a signed plan, the original advisor should initial each activity in item 18 for which he or she has seen reasonable verification.

9. Sign a Professional Growth Plan and Record.

An advisor has a responsibility to sign item 22 on a Professional Growth Plan and Record if he or she believes all of the information is accurate, based on verification by the credential holder or a previous advisor, and the activities were identified on the professional growth plan signed by an advisor. If the Professional Growth Plan and Record does not satisfy these conditions, the advisor has an obligation to inform the credential holder.

10. Maintain independence from performance evaluations.

A professional growth advisor must discharge his or her responsibilities independently of any evaluation of the credential holder's performance that is conducted to determine the credential holder's employment status.



ANSWERS TO FREQUENTLY ASKED QUESTIONS BY PROFESSIONAL GROWTH ADVISORS



How much time am I expected to spend with the credential holder(s) I advise?

No time requirements are mentioned in state laws or regulations. An employing agency may set contact requirements if it chooses to do so. The Commission has estimated that each advisor will spend, on average, about five hours per credential holder each school year. Not all meetings need to be in person; interactions can be by telephone, written messages, or e-mail.

What are the grounds for not signing item 20 on a credential holder's plan?

As a professional growth advisor, you should sign a Professional Growth Plan and Record only if you are satisfied that all of the following are true:

1. Each proposed activity is of high quality and is consistent with the credential holder's professional growth goals as stated in the plan.
2. Each proposed activity is likely to contribute to the credential holder's competence, performance, or effectiveness in one or more of the domains of professional growth that are defined on pages 8–10 of this manual.
3. Each proposed activity fits one of the categories of activities that are defined on pages 10–14.
4. The credential holder did not commence any of the activities before applying for the professional clear credential, or for the most recent renewal of this credential.

If any of these standards are not met, do not sign the plan.

If a credential holder requests an advisor's signature or initials for an activity that he or she has already begun or completed, the advisor may sign item 20 or initial item 16, but is not required to do so.

What are the grounds for not signing item 22 on a record?

As an advisor, you should sign item 22 on a Professional Growth Plan and Record only if you are satisfied that the credential holder has engaged in the activities identified and spent the number of hours shown. Do not sign the record if either of these provisions do not apply.

What does "reasonable verification" mean?

A professional growth advisor should require a credential holder to provide evidence that he or she has engaged in a particular activity, or that the record of time spent is accurate. Reasonable verification may include (but is not limited to) products of an activity; official records of attendance; copies of notes or minutes; materials distributed at classes, workshops, conferences, or staff development programs; or other tangible records of activities. Professional growth advisors may use some discretion in requiring evidence. For example, if communication has occurred consistently between the advisor and the credential holder, less verification evidence should be necessary.

Where do I go if I have questions about the professional growth requirements?

If your employing agency has set up a Professional Growth Panel, its members may be a good source of information. Other professional growth advisors may also be able to answer your questions. For information about the availability of professional development activities, you may want to talk to your school district's manager of staff development. For information about the renewal requirements, you may also call or write the Commission.


PROFESSIONAL GROWTH PLAN AND RECORD INSTRUCTIONS

When the form is completed, submit a Renewal & Reissuance Application form (41-REN) with the self-verification section completed and the current processing fee. You do not need to submit the Professional Growth Plan and Record or the Verification of Successful Service forms with your application for renewal; however, the Commission reserves the right to request these forms for auditing purposes any time within one year following submission of the application.

Please print or type your name as listed on your professional clear credential. If you wish to have a different name on your new credential, please indicate it on the credential application form.

Type or print the title and date of expiration of each credential you hold.

Each goal must be numbered.



State Of California
California Commission On Teacher Credentialing
P.O. Box 944270
1950 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

PROFESSIONAL GROWTH PLAN AND RECORD

Please fill out this form **completely**. Before you begin, please read the Growth Plan and Record instructions in the *Professional Growth Manual*. Make enough copies of this form to include all of the goals, activities, and amendments that you plan and complete.

1. Name of Credential Holder:	Holder <i>Last</i>	Mary Ann <i>First</i>	Credential <i>Middle</i>
2. Home Address:	000 18th Street Sacramento <i>City</i>	CA <i>State</i>	00000 <i>Zip Code</i>
3. Daytime Telephone Number:	(916) 555-7254		
4. Social Security Number:	000-00-0000		
5. Name each credential you hold:	Expiration Date:		
Multiple Subject Credential	7-1-01		
Administrative Services Credential	7-1-01		
6. Name each professional growth advisor who has advised you.			
First Advisor:	John Doe		Approximate Dates of Service: 7-1-94 to present
Credential Held:	Administrative		Credential Number: 93000004
Second Advisor:			Approximate Dates of Service:
Credential Held:			Credential Number:
Third Advisor:			Approximate Dates of Service:
Credential Held:			Credential Number:

7. Goal Numbers	8. Professional Growth Goals	9. Date Approved	10. Advisor's Initials
1	To seek a CLAD/BCLAD credential		
2	To learn new ways to communicate with parents in the school community		
3	To become better prepared for new leadership responsibilities in a restructured school setting		

(continued)

Print or type the address where you would like the Commission to send your renewed credential.

Type or print the name of each professional growth advisor who has advised you, the approximate term of advisement, the title of the credential your advisor holds, and its credential number.

Your advisor must initial each goal.

Type or print your specific goals for professional growth. Your goals must contribute to your competence, performance, or effectiveness in the profession of education.

Your advisor must approve each new goal by writing in the date of approval.

When items 1 through 21 have been completed, and your professional growth advisor is satisfied that the record of time completed is accurate, then he or she completes this section.

You sign and date this section when your time equals or exceeds 150 clock-hours.

[illegible]



State Of California
California Commission On Teacher Credentialing
P.O. Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

PROFESSIONAL GROWTH PLAN AND RECORD

Please fill out this form **completely**. Before you begin, please read the Growth Plan and Record instructions in the *Professional Growth Manual*. Make enough copies of this form to include all of the goals, activities, and amendments that you plan and complete.

1. Name of Credential Holder: _____
Last First Middle

2. Home Address: _____

City State Zip Code

3. Daytime Telephone Number: _____

4. Social Security Number: _____

5. Name each credential you hold: _____ Expiration Date: _____

6. Name each professional growth advisor who has advised you.

First Advisor: _____ Approximate Dates of Service: _____

Credential Held: _____ Credential Number: _____

Second Advisor: _____ Approximate Dates of Service: _____

Credential Held : _____ Credential Number: _____

Third Advisor: _____ Approximate Dates of Service: _____

Credential Held: _____ Credential Number: _____

Professional Growth Plan

7. Goal Numbers	8. Professional Growth Goals	9. Date Approved	10. Advisor's Initials

(continued)

Professional Growth Plan *(continued)*

[illegible]

Use additional copies of this form if necessary.

19. Total Hours Spent:

20. Certification of Initial Plan: I certify that, to the best of my knowledge, the planned activities comply with state laws and regulations.

Advisor's Name

Advisor's Signature

Date _____

21. Verification by Credential Holder: Under penalty of perjury, I certify that, to the best of my knowledge, the information on this form is accurate.

Credential Holder's Signature

Date of Verification

22. Verification of Completion: I certify that I have been this credential holder's advisor, and that, to the best of my knowledge, the above information is accurate.

Advisor's Name (print or type)

Advisor's Signature

Name of Employing Agency

Daytime Telephone Number

Date of Verification



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VERIFICATION OF SUCCESSFUL SERVICE Professional Service Requirement

Name: _____
Print or Type

Social Security Number: _____

Instruction for Chief Administrative Officer or Designee of the Credential Holder's Employing Agency

The holder of a professional clear credential must successfully complete the equivalent of full-time service for one-half of a school year during each five-year renewal cycle. For the purpose of this requirement, full-time service is defined as five hours per day. One-half of a school year is defined as 90 school days. "Successful" service means the person was not terminated for cause by the employing agency during the credential renewal period. Please check your records and complete this form by checking the appropriate box and filling in the appropriate blanks.

I certify that the above named person has successfully completed service in the school district or other employing agency listed below for the period of time I have specified.

☐ Full-time teaching or other qualifying experience for a minimum of 90 school days in

List years of service (e.g., 2000-2001)

☐ Part-time teaching, substitute teaching, or other contractual or voluntary service on behalf of students or certificated personnel for a total of _____ days for an average of _____ hours per day in

List year(s) of service

☐ Other service rendered to K-12 students in alternative education settings. (Attach statement and verification letters if this box is checked.)

☐ Service rendered in a professional capacity related to a specialist or service credential area. (Attach statement and verification letter if this box is checked.)

Verified by:

Print Name

Signature

Title

District/Educational Institution

Date

Make additional copies if necessary

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